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ABSTRACT

The Research About Teacher Education (RATE) Project is an ongoing data collection effort to establish a reliable database about institutions of higher education where teachers are prepared, and about the faculty, students, and programs at these institutions. The data reported in this monograph were taken from four questionnaires--separate faculty and student questionnaires; an institutional questionnaire; and a school-based cooperating teacher questionnaire. Ninety institutions randomly selected from the membership of the American Association of Colleges for Teacher Education constituted the sample for this year's RATE Project. The focus of this study was on laboratory and clinical experiences. After an introductory section on methodology, 5 sections elaborate on the data collected. Section 1 deals with institutional characteristics and enrollment data and trends; section 2 focuses on laboratory, clinical, early field, and student teaching experiences; section 3 discusses data on faculty supervisors and cooperating teachers; section 4 discusses student profiles (demographic data, altruism and career horizons, cultural insularity, and student teaching experiences); and section 5 focuses on preservice preparation and clinical training. The report concludes with a summary of findings on the positive aspects of teacher preparation, especially as they pertain to perceptions about the laboratory, clinical, student teaching, and early field experiences. The summary also underscores some serious constraints to quality laboratory, clinical, and student teaching experiences. Tables, figures, and 11 references are included. (JD)

1990

American Association of Colleges for Teacher Education

RATE IV

Teaching Teachers:

Facts & Figures

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FOREWORD

This year, the fourth year of data collection, the RATE project examined some of the most critical aspects of learning to teach: the early field experiences, laboratory opportunities, and the student teaching offered in programs of teacher education. The data gathered this year raise a number of questions that call for further investigation while shedding light on others that were addressed more centrally in this study than in previous ones.

As in prior years of data collection, the perceptions of those inventoried, in this instance college-based supervisors, cooperating teachers, and student teachers, were generally positive. Typically, about three quarters of those who responded viewed teacher preparation and student teaching as adequately preparing novice teachers for entry-level positions. Perceptions of the quality of those prospective teachers were similarly positive.

It should also be underscored, however, that a considerable minority of respondents, 25 percent and upwards, did not share such positive assessments, and as in previous years, many have grave concerns about these preservice teachers' ability to teach in urban and rural settings or with culturally diverse learners. Some strong differences in perceptions by those in different institutional types remain in terms of the quality of preparation and the students who are in these programs. Those faculty in bachelor's-only institutions viewed teacher preparation most positively and those in the doctoral-granting institutions least positively.

One would expect less optimism given widespread perceptions of certain policies and practices and factual data about still others. For example, RATE IV shows that student teaching is still characterized by a single, term-long experience in a rather traditional school setting with visits from the college-based supervisors every two or three weeks. These college-based supervisors tend to be at a lower academic rank than their counterparts in the licensure program and foundation area who do not supervise students. Many supervisors are in nontenure-line positions and they are concerned about how they are viewed. The selection procedures, preparation provided, and financial reimbursements to the "cooperating" teacher are simply scant. In the early field experiences these practices are even more of an embarrassment. Technologies employed in the laboratory preparation of teachers were quite limited, especially when compared with those reported employed in a major study of teacher preparation conducted 15 years ago. Needed facilities to support quality laboratory training toward general pedagogical development are uncommon as well.

So these data are somewhat puzzling and we have to ask why do we have the prevailing positive perceptions? It appears that the commitment of those in K-12 schools to student teaching is better than generally conceded, not withstanding the lack of inducements and rewards for them to take on this role. A high commitment to students in a time-consuming, labor-intensive manner by many of those faculty and supervisors in preservice programs can also again be inferred. The high degree of enthusiasm and the considerable effort put forth by the student teachers themselves cannot be underestimated in terms of contributing to a degree of success and certainly to positive perceptions of the experience. Perhaps the nature of these assignments, where preservice students typically do not have full responsibility in what are commonly not the most challenging teaching assignments also could contribute to these positive perceptions. Whatever the multiple reasons for these somewhat conflicting data, more study is needed to understand them. In other instances these data underscore problems that are long-standing. The question that needs further elucidation is why have they not been resolved or alleviated much sooner?

KENNETH R. HOWEY
Cochair, RATE Project

ACKNOWLEDGMENTS

First and foremost, this fourth annual RATE report is the result of the splendid cooperation of 90 AACTE member institutions. Without the countless hours given to this effort by the trained research representatives at each of these institutions and the many cooperating faculty and students, this report simply would not be possible. They have cooperated in obtaining difficult-to-obtain data far beyond what transpires in most large-scale surveys. The names of the participating institutions are listed in Appendix B.

Second, the countless hours of the RATE research team, members of the AACTE Research and Information Committee, voluntarily given to this project, must be acknowledged once again. Gary Galluzzo (University of Northern Colorado) and Ken Howey (Ohio State University) chair this committee and coordinate the research. Ken Howey served this year as editor for this report as Gary Galluzzo did last year. Other on-going members of the group include: Richard Arends (University of Maryland); Edward Ducharme (University of Vermont); Antoine Garibaldi (Xavier University, Louisiana); Mary Kluender (University of Nebraska-Lincoln); Sam Yarger (ex-officio, University of Wisconsin-Milwaukee); and Nancy Zimpher (Ohio State University). Richard Arends deserves special commendation for his assistance in editing the report, and Nancy Zimpher for her leadership in developing the annual questionnaires.

Third, the members of the staff at AACTE made major contributions. Mary Dilworth, senior director of research and the ERIC Clearinghouse on Teacher Education, provides continuing leadership to the design, conduct, and dissemination of the study. Mark Lewis assisted in many ways throughout. Sharon Givens, Judy Beck, and Deborah Rybicki provided excellent service in the final production of the report.

INTRODUCTION AND METHODOLOGY

For the past five and one half years a team of researchers, working under the auspices of the American Association of Colleges for Teacher Education (AACTE), has been studying teacher education programs in the 700 plus institutions that make up the Association's membership. Known as the Research About Teacher Education (RATE) study, the project annually surveys a random sample of 90 institutions differentiated by strata (small liberal arts colleges, medium-sized regional colleges and universities, and large universities). This work has produced information on over 3,000 teacher candidates and faculty at approximately 100 teacher education programs. This current report focuses on work conducted during the fourth year of data collection where the focus of the annual survey was on clinical and field experiences.

The purpose of the RATE Project is to collect reliable and accurate information about institutions of higher education where teachers are prepared and about the faculty, students, and programs at these institutions. From its inception, the RATE Project was envisioned as an effort to establish a reliable database on teacher education that could be used by other teacher educators to engage in further analysis, to compare their programs to a national profile, and to stimulate discussion across the profession about issues and problems attached to teacher education. In this regard the RATE studies have supplied data to address a variety of groups in terms of our understanding of teacher preparation and to begin to assist in more enlightened policy.

The data reported in this monograph were taken from four questionnaires--separate faculty and student questionnaires; an institutional questionnaire; and a school-based cooperating teacher questionnaire. The surveys were sent to a sample of schools, colleges, and departments of education (SCDEs) in the spring term of 1989. The data requested on the institutional protocol covered the 1988 calendar year; the data on the student and faculty and cooperating teacher questionnaires (collected directly from faculty members, students, and teachers) pertained to the spring term of 1989. These data were collected by campus-based research representatives who were trained by the RATE research team at the 1989 AACTE annual meeting. Each research representative was given a *Research Representatives Manual* in which the data collection methods were specified.

Sampling Techniques

Ninety institutions randomly sampled from the AACTE membership list of 713 institutions constituted the sample for this year's RATE Project. The AACTE membership list was stratified into three groups according to the highest degree offered by the school, college, or department of education. From each stratification a sample of 30 institutions was selected, for the total of 90 institutions. The stratifications are as follows:

Stratum 1	Bachelor's:	Representing 232 AACTE member institutions offering baccalaureate programs in education
Stratum 2	Master's:	Representing 318 AACTE member institutions offering baccalaureate, master's, and sixth-year degree programs in education
Stratum 3	Doctoral:	Representing 163 AACTE member institutions offering baccalaureate, master's, sixth-year, and doctoral degree programs in education

This year 1,281 preservice teachers returned the student questionnaire. The number of college-based supervisors—tenure-line faculty, adjunct faculty, and graduate students—totaled 267. In addition, 228 school-based cooperating teachers responded.

The faculty supervisor and student questionnaires were developed to elicit information that could be useful in improving teacher education programs. These two groups supplied demographic information as well as information regarding age, gender, and race/ethnicity. A professional profile in terms of workload, rank, tenure, and the like was also obtained. The questionnaires also sought the respondents' opinions concerning the quality and rigor of the coursework and requirements, and the students were asked about their future teaching plans. On several occasions faculty supervisors and students responded to the same item so that their perceptions and opinions could be compared. The questionnaire for school-based cooperating teachers also gathered demographic information and probed for opinions on the type, extent, and quality of the student teaching experience. The institutional questionnaire solicited information characterizing the institutions, their enrollments, the academic abilities of the enrollees, and selected features of early field experiences, clinical practices, and student training.

The data collected for RATE I focused on secondary methods courses, the faculty who taught them, and the students enrolled in them. The data collected for RATE II described foundation courses and the faculty and students in those courses, and RATE III looked at elementary education programs, faculty, and students. In this fourth year, the focus of the study was on laboratory and clinical experiences, adding a new dimension with school-based training. The research team believes that by rotating the focus of the study each year and examining specific programs and programming features as in-depth as possible in survey research, an overall picture of teacher preparation will become clearer over time.

Instrumentation

A considerable amount of time and effort each year go into the design and development of the questionnaires and the data collection protocol used by the institutional researchers. The research team draws from several previous investigations as well as identical constructs attached to teacher preparation. This year's study, for example, draws heavily from socialization theory, prior studies into early field experiences and student teaching, and from such theoretical pieces as Berliner's conceptions of stages of skill development in teaching. In an effort to design questionnaires that retain the attention of the respondents, faculty and student questionnaires typically require 25 to 30 minutes to complete. Each year a set of core items is retained to allow for longitudinal and cross-sectional analysis over time. Additionally, new items are added to allow for a more in-

depth examination of the specific program or program features under study. The institutional protocol requires more time, as much of what is sought is not easily accessible in the typical SCDE. All other aspects of the study, including the development of the *Research Representatives Manual,* the training session, and the delivery and retrieval of the questionnaires remain the same. Data were analyzed using the Statistical Analysis System (SAS). The data in this report are descriptive and are reported using measures of central tendency and cross-tabulations by category or interval. At the 95 percent confidence level, the error estimate for the institutional questionnaire ranges between one-fifth and one-third of a standard deviation, or between 2 and 10 percent for proportional data. Aggregate data are weighted. Numbers in the tables and figures may not total 100 percent, as a result of rounding.

TEACHER PREPARATION: INSTITUTIONAL CHARACTERISTICS

Types of Institutions Surveyed

This section of the RATE IV report describes selected features of the SCDEs returning the institutional questionnaire. Table 1 displays the institutions that participated in the study according to five types: public land grant college, public non-land grant college, independent liberal arts college, church-related liberal arts college, and private university.

Table 1
Historical Traditions of Institutions Housing Teacher Education

Type of Degree Offered	Public Land Grant	Public Non-Land Grant	Independent Liberal Arts	Church-Related Liberal Arts	Private University	TOTAL
Bachelor's	6	3	3	11	1	24
Master's	2	15	1	7	0	25
Doctoral	11	11	0	0	3	25
TOTAL	19	29	4	18	4	74

Source: 1989 RATE Project Institutional Survey

These data clearly illustrate that teacher education programs continue to be offered by institutions that represent wide diversity in their historic traditions. Of the 74 respondent institutions, publicly supported non-land grant comprise the largest group. Church-related colleges and universities dominate at the baccalaureate level, while publicly supported institutions dominate at the graduate levels.

This section of the report also contains data about the institutions that participated in AACTE's Research About Teacher Education (RATE) studies over the past four years and about enrollment patterns in these institutions. Data collection procedures for the four survey periods are summarized below:

RATE I Data were collected during the spring of 1986 and reflected institutional enrollments for fall semester 1985.

RATE II Data were collected during the spring of 1987 and reflected institutional enrollments for fall semester 1986.

RATE III Data were collected during the spring of 1988 and reflected institutional enrollments for fall semester 1987.

RATE IV Data were collected during the spring of 1989 and reflected institutional enrollments for fall semester 1988.

Data from RATE I, RATE II, and RATE III were analyzed and reported in AACTE's *RATE I—Teaching Teachers: Facts and Figures, 1987; RATE II—Teaching Teachers: Facts and Figures, 1988;* and *RATE III—Teaching Teachers: Facts and Figures, 1989.*

Degree-granting Status of Institutions Surveyed

Just as institutions vary in historical mission, they also vary in size and in terms of the types of degrees they award. To represent these differences, the RATE studies sample selected institutions from these three categories:

Stratum 1: Institutions that grant only a bachelor's degree

Stratum 2: Institutions that grant bachelor's and master's degrees

Stratum 3: Institutions that grant bachelor's, master's, and doctoral degrees

Size of Institutions Surveyed

The institutional questionnaire asked respondents to report the number of students enrolled for the calendar year prior to the survey period. Institutions were also asked to designate whether students were enrolled as undergraduate, postbaccalaureate, or graduate students and whether they attended school full-time or part-time. Table 2 shows the mean enrollments in the sample for the four survey periods.

These data indicate that for each of the four survey periods, the sample consisted of institutions in Stratum 1 with total enrollments of approximately 2,300 students; institutions in Stratum 2 with approximately 7,000; and in Stratum 3 with approximately 16,200.

Table 2
Mean Enrollments in Institutions for the Four Survey Periods

Stratum	RATE I	RATE II	RATE III	RATE IV
Stratum 1	1,660	1,849	2,072	2,288
Stratum 2	6,876	5,307	6,411	6,819
Stratum 3	17,380	17,138	17,594	16,180

Source: 1986, 1987, 1988, 1989 RATE Project Institutional Surveys

Enrollment Data

A voluntary institutional representative or researcher at each institution is provided specific guidelines in collecting enrollment data so that these data will be consistent across institutions in terms of what period of time is represented and how the full-time equivalent number of students is determined. As can clearly be seen in the following summary, the number of institutions participating each year has remained stable ranging from a low of 74 to a high of 77. The numbers within each of the three strata have remained remarkably consistent as well.

RATE I — Data were collected during spring 1986 and reflect enrollments for fall semester, 1985 (n=76).

RATE II — Data were collected during spring 1987 and reflect enrollments for fall semester, 1986 (n=77).

RATE III — Data were collected during spring 1988 and reflect enrollments for fall semester, 1987 (n=76).

RATE IV — Data were collected during spring 1989 and reflect enrollments for fall semester, 1988 (n=74).

The research representatives at each institution were also asked to designate whether students were enrolled as undergraduate, postbaccalaureate, or graduate students, and whether they attended school full-time or part-time. Definitions for each of these categories were provided. Table 2 displays the mean enrollments in the sample for the four survey periods.

Enrollment Trends

The three strata are markedly different both in terms of the mean size of their enrollments and their enrollment trends. Stratum 1 institutions tend to enroll slightly more than 2,000 students. Stratum 2 institutions tend to enroll closer to 7,000 students, and Stratum 3 institutions enroll approximately 16,000 students. Over the last three years, enrollment in the Stratum 1 institutions has increased roughly 200 students per year, a better than 37 percent growth during this period. Stratum 2 mean enrollments in the current sample approximate those of the RATE I sample, while mean enrollment in Stratum 3 institutions has declined approximately 8 percent since the last survey period.

More germane to this report are enrollments in schools, colleges, and departments of education (SCDEs) across this four-year period of RATE data collection. These data are displayed in Table 3.

As can be seen from Table 3, mean full-time enrollments are up in each of the succeeding years since RATE enrollment data were first collected in 1985. Not only has enrollment in SCDEs increased each year but it has increased in all three institutional types and at all three levels—bachelor's, master's, and doctoral. Across these three levels, enrollments have increased 22 percent in Stratum 1 institutions, 20 percent in Stratum 2 institutions, and 13 percent in Stratum 3 institutions. Thus, the greatest percentage of growth has been in bachelor's and master's institutions. One apparent reason for this growth is that in some historically bachelor's-degree-only institutions, courses for experienced teachers are now being offered at the graduate level. A number of bachelor's-degree-only institutions have now applied for approval of master's degrees in education. There has been a dramatic upswing in postbaccalaureate programs at doctoral-level

institutions for preparing teachers, and a fairly large increase at bachelor's- and master's-level institutions.

Table 3
Mean Enrollments in SCDEs for the Four Survey Periods

Stratum	RATE I	RATE II	RATE III	RATE IV	% CHANGE *
Stratum 1					
Undergraduate					
Full-time	204	236	244	260	28
Part-time	116	16	2	37	-69
Post-B.A.					
Full-time	10	7	5	11	0
Part-time	9	5	2	12	33
Graduate					
Full-time	-	-	79	108	-
Part-time	-	-	58	76	-
Stratum 2					
Undergraduate					
Full-time	552	527	556	629	14
Part-time	113	91	147	110	3
Post-B.A.					
Full-time	29	38	33	36	21
Part-time	122	129	148	139	13
Graduate					
Full-time	48	52	54	85	77
Part-time	317	271	270	369	17
Stratum 3					
Undergraduate					
Full-time	906	776	912	1,046	16
Part-time	134	146	148	156	16
Post-B.A.					
Full-time	31	51	58	61	97
Part-time	76	171	202	251	230
Graduate					
Full-time	218	188	212	219	-
Part-time	498	488	651	483	-3

Source: 1986, 1987, 1988, 1989 RATE Project Institutional Survey
* % change for the period 1985-1988

Enrollment Patterns by Program Type

The institutional questionnaire asked research representatives to provide enrollment figures for specific programs. Table 4 indicates a traditional and stable pattern of enrollment in education programs. Consistently, over one-third of the students are seeking certification to become elementary school teachers, followed by slightly less than 20 percent in secondary programs. Approximately 12 percent of students are pursuing credentials in special education and 7 percent in early childhood education.

Table 4
Enrollment Patterns by Programs (in percents)

Program	RATE I %	RATE II %	RATE III %	RATE IV %
Elementary	35	36	35	35
Secondary	18	18	18	18
Special Education	12	10	12	12
Early Childhood	7	7	7	7
Other	28	28	26	26

Source: 1986, 1987, 1988, 1989 RATE Project Institutional Surveys

SPECIAL FOCUS: LABORATORY, CLINICAL, EARLY FIELD, AND STUDENT TEACHING EXPERIENCES*

Laboratory and Clinical Experiences

In the early to mid-eighties, field experiences were consistently criticized by both those inside and outside the education community. Many observers (Griffin et al., 1983; Koehler, 1984; Evertson, Hawley, & Zlotnik, 1985; Berliner, 1985) pointed out that, while teacher candidates valued field experiences, as practiced at that time, they were not settings where students learned effective, research-based teaching practices nor where they learned to be thoughtful and analytical about their work. Evertson, Hawley, and Zlotnik concluded that there was "little reason to believe that supervised practical experience, in itself and as it (was) encountered in most student teaching situations (was) a very effective way to educate teachers"(p. 33). Berliner used even stronger words in his criticism and argued that field experience" actually retards the development of analytic skills, and thus, in its present form, mitigates against the development of the profession"(p. 3).

Whereas field experiences were criticized, recommendations were forthcoming about the importance of more focused clinical and laboratory work. Berliner (1985) argued that the number one reform in teacher education should be the creation of teaching or pedagogical laboratories—settings where teacher candidates could practice in safe surroundings and learn to judge and become reflective about their own work. Joyce and Showers (1984) made similar claims and recommended specific laboratory-type experiences for teacher candidates—places where various approaches and procedures of teaching could be studied and practiced, and where candidates could receive feedback and coaching.

Thus, in RATE IV, respondents were asked to report the types of facilities available at their institutions which would support laboratory and clinical experiences and to provide information about the variety and quantity of these experiences.

***Definitions**. Because the terms used to label practicum and field experiences vary from one institution to another, the trained representatives who completed the institutional questionnaire were asked to use the definitions provided below as a frame of reference.

Laboratory experiences: Campus-based experiences where preservice students can experiment, practice, test, and reflect on teaching and learning; e.g., microteaching, peer teaching, simulations, observing video tapes or model lessons, analysis of protocol materials.

Clinical experiences: Classroom-based experiences involving direct and focused observation of teachers and teaching and learners and learning. Analysis and reflection on these experiences might occur in the schools or in subsequent follow-up on campus.

Early field experiences: Classroom-based experiences prior to student teaching where preservice teachers begin working as students under the supervision of a cooperating teacher on such tasks as tutoring an individual student, teaching a small group, or grading papers.

Student teaching: Classroom-based extended placement under the supervision of a cooperating teacher where preservice students assume increasingly extended responsibility for whole-class and full-day instruction.

The two laboratory facilities most likely to be found in teacher education units today are computer labs (89 percent) and microteaching labs (70 percent). A little over a third of the institution representatives reported having viewing rooms (36 percent) for focused observation of teaching. Fewer than a handful of institutions (less than 1 percent) reported the existence of laboratory facilities for simulating various school and classroom experiences. Responses were similar across strata with the exception that a larger proportion of Stratum 1 schools reported microteaching laboratories as compared to Stratum 2 or 3 schools (see Table 5).

Table 5
Percent of Institutions with Five Types of Clinical and Laboratory Facilities, by Strata

Facility Type	Stratum 1 N=23 %	Stratum 2 N=24 %	Stratum 3 N=25 %	Total N=73 %
Microteaching Laboratory	78	67	68	70
Computer Laboratory	87	96	88	89
Simulation Room	-	1	1	1
Viewing Room	30	42	36	36
Clinical Classrooms	39	42	52	44

Source: 1989 RATE Project Institutional Survey

Institutional representatives report that microteaching, simulations, viewing model lessons, and using case analysis are more likely to occur in a professor's classroom and be attached to a specific course than in special laboratory facilities. Representatives report that more of these facilities are available for candidates in elementary and special education programs and fewer for secondary education candidates.

Table 6 summarizes the estimated clock hours students spend in clinical and laboratory activities during the extent of their programs. Respondents were specifically asked not to include hours spent in early field experiences or student teaching in their calculations. Across all institutions, special education candidates averaged 74 hours in clinical or laboratory settings, elementary candidates averaged 64 hours; and secondary candidates averaged 43 hours. Clock hours spent on clinical and laboratory experiences were slightly higher in Stratum 2 institutions than in to Stratum 1 and Stratum 3 institutions. The most striking differences, however, were the clock-hour comparisons among programs. In Stratum 1 and 3 institutions, elementary and special education candidates were likely to spend over twice as many hours in clinical and laboratory experiences than candidates in Stratum 2 programs. The range (0 to 400 hours) is also rather striking and suggests considerable variation across programs as to the amount of clinical and laboratory experiences provided to those learning to teach.

Table 6
Mean and Range of Clock Hours Students Spend in Clinical and Laboratory Experiences, by Program and Strata

Program	Stratum 1	Stratum 2	Stratum 3	Total
Elementary				
Number	19	24	21	64
Mean	53.7	77.6	58.7	64.3
Range	5-180	0-400	2-280	0-400
Secondary				
Number	20	24	21	65
Mean	40.0	60.1	26.4	43.0
Range	5-150	0-350	0-80	0-350
Special Education				
Number	12	21	19	52
Mean	80.3	89.5	53.5	74.2
Range	5-250	3-400	0-250	0-400

Source: 1989 RATE Project Instiutional Survey

Early Field Experiences

Despite the criticisms leveled against early field experiences (EFEs) by various observers (Berliner, 1985; Evertson, Hawley, & Zlotnik, 1985), one of the most visible changes in teacher education over the past two or three decades has been the increased opportunities for teacher candidates to participate in EFEs. This increase, in part at least, has been the result of state departments of education being guided by the general belief that teacher candidates should have early and regular opportunities to work in classrooms prior to assuming more full-time responsibilities in student teaching. These beliefs, transformed into regulations, have required most teacher education faculties to incorporate early field experience hours into their teacher preparation programs.

Across strata, respondents reported that candidates in elementary, secondary, and special education programs participated on the average in four different early field experiences of varying purpose and duration. In special education, candidates spent on the average, slightly over 100 hours in EFE, while elementary candidates spent 89 hours and secondary candidates spent 65 hours. Approximately 40 percent of the courses in the teacher education curriculum across all programs were reported as having an EFE requirement of some type. As with clinical and laboratory experiences, the number of hours spent in EFE was greater in Stratum 2 schools than in Stratum 1 or 3 schools.

Teacher candidates were reported by the institutional researchers as having opportunities in their EFE to participate in a variety of learning activities designed to increase their understanding of teaching, learning, and schools. The typical pattern which has been described in the literature (Applegate, 1985) included activities where candidates begin with general observation of the classroom and then move to active participation in teaching. Data from RATE IV indicate that this pattern indeed may be the norm across institutions. As Table 7 illustrates, virtually all (97 percent) of the respondent institutions required students to engage in general observation while a slightly smaller portion (93

percent in elementary; 90 percent in secondary) required candidates to conduct focused observation on some particular aspect of teaching. As programs move away from observation and toward more active teaching, the number of required learning activities decreases. For example, 90 percent of the institutions required elementary and secondary candidates to perform teacher aide tasks, such as making a bulletin board, grading papers, administering a test. A similar percentage of institutions required tutoring of individual students. Small group teaching was required in 87 percent of the elementary programs and in 79 percent of the secondary programs. Whole class instruction was a requirement in approximately 60 percent of the institutions. Observation of the community or study of community context was practiced in about one half of the institutions.

Table 7
Learning Activities in Early Field Experiences

Activites	Elementary N	Elementary %	Secondary N	Secondary %
Shadow particular students	33	47	31	44
Engage in general observation	69	97	69	97
Engage in focused observation	66	93	64	90
Do teacher aide tasks	64	90	63	89
Tutor individual students	64	91	60	86
Teach small groups	62	87	56	79
Teach whole class	43	63	40	59
Observe contextual features of school	61	86	61	86
Observe contextual features of community	34	53	33	52

Source: 1989 RATE Project Institutional Survey

Cooperating teachers for EFE. One of the key features of any field experience program is the role played by the cooperating teacher. These persons not only serve as role models for uninitiated beginners, they also become the candidates' first direct experience with the world of teaching. Previous research has shown that little is known about what cooperating teachers expect of candidates during EFE (Applegate & Lasley, 1984), or about what universities expect of cooperating teachers (Haberman & Harris, 1982). How cooperating teachers are selected, prepared, and rewarded may provide some insight into the expectations of this role and the value placed upon it.

RATE IV data suggest that many methods are used within most institutions to select cooperating teachers for EFE, although criteria for selection are unclear. The most common method reported across institutions was one where some type of joint selection process existed between the university and local school. Several institutions (20 percent), however, reported that the building principal identified the cooperating teacher while other principals (18 percent) relied on teacher volunteers. The institutions' office of field experiences was involved in the selection process in only 43 percent of the institutions. In

21 percent of the cases, students themselves selected their cooperating teacher. These patterns suggest that no one method predominates and practices vary within institutions as well as across programs.

RATE IV data suggest that once cooperating teachers are identified, there is little that most colleges or universities require of them. Over 50 percent of the institutions reported no special requirements of cooperating teachers of EFE. Only 10 percent required cooperating teachers to attend a seminar and only 6 percent required a course in supervision. Thus, there appears to be minimal quality control.

How are the contributions of EFE cooperating teachers rewarded? The most common method reported (81 percent) was by sending a letter of thanks. One-fifth of the institutions provided privileges such as parking stickers or library cards; another one-fifth issued vouchers for a course. Cash payments averaging $60 were given to cooperating teachers in only 11 percent of the institutions. Other institutions used dinners, banquets, luncheons, and tickets to ball games as a means to reward cooperating teachers. Again, there is little recognition for being a cooperating teacher.

University supervision of EFE. RATE IV data indicate that a variety of college and university personnel supervise teacher candidates during EFE. In about 6 of 10 institutions (57 percent), full-time regular faculty supervise EFE. Adjunct, part-time, clinical faculty, and graduate assistants assume these responsibilities in many programs and institutions. Almost one-fifth of the institutions reported that they provided no supervision for EFE.

Student Teaching

Whereas clinical, laboratory, and early field experiences can be characterized from the RATE IV data as a rather diverse and sometimes weak enterprise, student teaching is much more pervasive and standardized.

The Student teaching program. Student teaching as practiced today requires candidates to be in classrooms for a full day and for an entire academic term. Although there are some minor differences across institutions within strata, candidates in special education were more likely to participate in two student teaching placements as contrasted to elementary and secondary programs where one placement was still a prevalent practice (see Table 8). About one-fourth of the institutions required student teaching in multiple settings; less than 20 percent required student teaching in urban settings; only 6 percent required student teaching in low socioeconomic status settings. The first student teaching placement was reported as lasting between 44 and 55 days.

A majority of institutions required a seminar to accompany student teaching. This practice was least found in Stratum 3 institutions (76 percent) as compared to Stratum 1 and 2 institutions (96 and 92 percent, respectively). Credits offered for student teaching were comparable across programs and strata, averaging 10 or 11 credit hours.

Table 8
Mean and Range of Separate Student Teaching Placements, by Program and Strata

Program	Stratum 1	Stratum 2	Stratum 3
Elementary			
Number	23	20	23
Mean	1.35	1.30	1.30
Range	1-2	1-2	1-2
Secondary			
Number	22	20	23
Mean	1.27	1.30	1.09
Range	1-2	1-2	1-2
Special Education			
Number	14	17	22
Mean	1.64	1.53	1.73
Range	1-3	1-3	1-3

Source: 1989 RATE Project Institutional Survey

Assignments. A large proportion (80 percent) of institutions across strata reported some contractual agreement with individual school districts for student teaching. Consortium agreements existed in less than 15 percent of the institutions and were more likely to be found in Stratum 3 institutions (24 percent). The percentages were 14 percent in Stratum 2 and 5 percent in Stratum 1 for these consortium arrangements.

Cooperating teachers. Four out of five institutions in the sample called the teacher who works with student teachers the "cooperating teacher." In some instances cooperating teachers volunteered; in others they were chosen by the student. The largest proportion (64 percent) of the institutions reported processes where cooperating teachers were selected jointly by the SCDE and local school. Next to this practice, the building principal was most likely to make the selection of the cooperating teacher. Some strata differences existed. Joint procedures and selection with experienced personnel were more likely to be found in Stratum 3 institutions as compared to Stratum 1 or 2 institutions.

Almost half of the institutions reported no requirements for becoming a cooperating teacher. Across institutions, only about 17 percent required a course in supervision; 25 percent required attendance at a special seminar. Requirements were more likely to be found in Stratum 2 institutions as compared to Stratum 1 or 3 institutions. Essentially all institutions (99 percent) made some effort to make cooperating teachers aware of the objectives of the student teaching program.

Three-fourths of the institutions recognized cooperating teachers by paying them for their work. The average amount was $113 per student teacher. A little more than a fourth of the institutions provided free tuition to cooperating teachers if they enrolled in college classes and provided them with university privileges. Only 3 percent provided opportunities for enrollment in school-based staff development. Sixty percent extended a letter of thanks.

University supervison of student teachers. A variety of persons were reported as providing university supervision of student teachers. These included: full-time tenured faculty, full-time temporary faculty, part-time faculty, clinical teachers, and graduate assistants. Load for supervision was found to be stable across institutions. Five to six student teachers constituted a three-hour load. As Table 9 illustrates, over three-fourths of the institutions, regardless of program, expected supervisors to visit student teachers once every two or three weeks. Three percent required visits twice a week, and slightly less than a fourth required weekly visits.

Table 9
Expected Visits of Student Teachers, by Program and Strata

Number of Visits	Stratum 1 N	%	Stratum 2 N	%	Stratum 3 N	%	Total N	%
Elementary								
Twice a week	1	5	0	0	1	4	2	3
Once a week	6	27	3	13	9	36	18	25
Once every two weeks	9	41	12	50	10	40	31	44
Once every three weeks	6	27	9	38	5	20	20	28
Secondary								
Twice a week	1	4	0	0	1	4	2	3
Once a week	7	30	3	13	6	24	16	22
Once every two weeks	9	39	2	50	12	48	33	46
Once every three weeks	6	26	9	38	6	24	21	29
Special Education								
Twice a week	1	7	0	0	1	4	2	3
Once a week	4	29	2	0	6	26	12	0
Once every two weeks	6	43	12	55	10	44	28	8
Once every three weeks	3	21	8	6	6	26	17	29

Source: 1989 RATE Project Institutional Survey

Institutions were about equally divided as to the types of marks assigned to student teaching (letter grade and pass/no pass). When grades were assigned, almost 95 percent of the student teachers received *A*s or *B*s. When pass/no pass was used, 99 percent of the students passed. Less than 1 percent of student teachers received incompletes and less than 3 percent withdrew. Few differences existed among strata.

Discussion

In 1977, Joyce, Yarger, and Howey surveyed 162 institutions of higher education and collected information about preservice education. Their sampling and data collection procedures were similar to those used in the current RATE studies. Joyce et al. used institutional representatives to collect information on preservice programs and they sampled liberal arts colleges, regional colleges, and large universities. Using data from their work provide an interesting backdrop for summarizing and speculating about the state of clinical and laboratory practices and about field experiences.

Joyce et al. were interested in how often certain teacher education technologies developed in the sixties (microteaching, simulation, protocol materials) were being used. They found that only 21 percent of the professors reported using microteaching, and 15 percent using simulation, moderately or very much. Thus, they concluded in 1977, from

these and other data, that the technologies of the sixties had not been "widely adopted [or] rarely employed intensively" (p. 3).

RATE IV data show that across programs and across strata the average elementary and secondary teacher candidate spends slightly more than 50 clock hours in clinical and laboratory experiences throughout their teacher education program. From RATE I and III studies, we know that the average secondary candidate spends about 225 clock hours in formal college classrooms; the average elementary candidate spends about twice that amount or 540 clock hours. In full-day student teaching programs the average elementary or secondary candidate logs about 480 clock hours during student teaching (12 weeks x 40 hours per week) and another 75 to 100 clock hours in early field experiences. Thus, the 50 clock hours spent in clinical and laboratory experiences amounts to a little less than 5 percent of the total for elementary candidates and more than 5 percent for secondary candidates. This small proportion of time could lead one to conclude, as did Joyce et al. 15 years ago, that few programs use clinical and laboratory experiences in any "sustained or intensive way."

On the other hand, an interesting observation from RATE IV data is how quickly computer laboratories have become a permanent fixture in educational units, as compared to microteaching laboratories. The microcomputer is only a little more than 10 years old. Yet, essentially 9 out of 10 institutions in the sample reported having computer laboratories. At the same time, only two kinds of the institutions reported the availability of microteaching laboratories, an innovation which has been around for over a quarter of a century.

There are some other similarities in the two studies:

- In the 1977 study the investigators asked institutions to report the number of credit hours awarded for practicum experiences. The numbers reported (12.4 for secondary and 15.5 for elementary) are strikingly similar to those reported in RATE IV in 1989.

- Both studies asked what percent of preservice students were required to work with minority pupils. The response 15 years ago was 35 percent. RATE IV found that only 19 percent of institutions required placements in urban settings, and only 6 percent of the institutions required candidates to work with low socioeconomic status students.

- The earlier study found that the average faculty load for a three-hour course was 5.3 student teachers. RATE IV reported 5.6 student teachers The earlier investigators found that university supervisors were expected to visit their student teachers about 6.5 times (about once every two weeks); this was also the most common expectation in RATE IV institutions.

- Joyce et al. found that about 17 percent of the institutions required some type of certification for cooperating teachers. Seventeen percent of the RATE IV institutions reported requiring a class in supervision. In 1974-75 the average payment to a cooperating teacher was a little more than $30. In 1988-89, the average payment was $113. When inflation is taken into consideration, these figures are similar.

- The earlier investigators found that 3 percent of the teacher candidates failed student teaching. During 1988-89, about 3 percent of the candidates failed or withdrew.

Note

Selected data about laboratory, clinical, early field, and student teaching experiences were obtained from institutional representative researchers trained each year at the annual AACTE conference by the RATE research team. Administered in the spring of 1989, institutional representatives were asked to report practices as they existed during the 1988-1989 academic year. Seventy-four institutional questionnaires were returned from a sample of 90. Number of institutions by strata consisted of:

Stratum 1 institutions	24
Stratum 2 institutions	24
Stratum 3 institutions	25

Most institutions did not provide information on every question, so the number of respondents vary from item to item.

PROFILE: FACULTY SUPERVISORS AND COOPERATING TEACHERS

SCDE College-based Supervisors

College-based supervisors are similar to the faculty reported on in previous RATE studies in secondary methods (1986), undergraduate foundations courses (1987), and elementary methods (1988): primarily male, white, and middle-aged (average age of 49); considerably experienced as teachers and as other professionals in the public schools; and having modest publication records.

Differences exist in the academic rank and tenure data, suggesting that neither the role of student teacher supervisor nor student teacher supervision itself is held in high esteem. While 40 percent and upwards of the faculty in previous studies hold the rank of full professor, only 24 percent of college-based supervisors hold that rank. In fact, 26 percent of student teacher supervisors reported that they are not full-time, tenure-line faculty. Rather, they hold one of the following titles: instructor or equivalent (11 percent), full-time clinical professor (6 percent), full-time adjunct (1 percent), part-time adjunct (6 percent), or graduate assistant (3 percent). Student teaching supervisors are the only group in the RATE studies thus far with a large percentage of individuals performing faculty functions while ineligible for tenure. The faculty expressed concern about the esteem in which they are held; nearly 65 percent strongly disagreed or were uncertain that the role of student teacher supervisor was held in high esteem at their institutions.

Cooperating Teachers

The socio-demographic profile of the 228 cooperating teachers is similar to the higher education faculty in the RATE studies of the last three years, with the exception of gender distribution. Cooperating teachers are predominantly female (75 percent), white (96 percent), and experienced. Half of the teachers hold master's degrees and another 10 percent hold certificates of advanced study or doctorates. They average more than 16 years of total teaching experience, and have been in the same school for an average of nearly 12 years. They represent all grade levels, with approximately 60 percent at the elementary level and 40 percent at the secondary level. The cooperating teachers also have considerable experience supervising student teachers during their careers. Ages range from 25 to 64, with an average age of 43.

Comparisons of Supervisors and Cooperating Teachers

College-based and school-based supervisors responded to a number of questions concerning their perceptions of themselves as supervisors, the student teachers' performances, and the programs preparing these future teachers. One of the first major

differences between the two groups of supervisors is the extent to which they believe that the preservice students they work with are prepared for student teaching. Only 46 percent of the cooperating teachers believe that student teachers are adequately prepared for student teaching, while over two-thirds (69 percent) of higher education faculty believe that students are prepared. It should be noted, however, that 70 percent of the cooperating teachers believe that students are more than adequately prepared for their first full-time teaching positions following student teaching; approximately 77 percent of the higher education faculty also believe this. More than half of the cooperating teachers (57 percent) thought their first-year teachers should be assisted through release time and assignment to mentor teachers, while almost all of higher education faculty (93 percent) thought that first-year teachers should be so supported. Thus, while many cooperating teachers believed that the student teaching experience prepares the neophytes for their initial full-time teaching experience, their higher education counterparts are convinced that additional help is needed during the first year.

Approximately four out of five (79 percent) cooperating teachers, versus only about two-thirds of the faculty (68 percent), viewed student teaching evaluation criteria as enabling distinctions in teaching performances. More than 70 percent of the cooperating teachers believed that they contributed to the knowledge and effectiveness of the higher education supervisors while only 51 percent of the faculty thought they contributed in a similar manner to their colleagues in schools.

Only 31 percent of the cooperating teachers and 24 percent of higher education faculty believe that the student teachers are prepared to teach in culturally diverse settings with at-risk students. With the rapidly changing conditions and populations of the public schools of America, this is a disturbing finding.

While two-thirds (67 percent) of cooperating teachers think their colleagues hold the role of student teacher supervisor in high regard, only 35 percent of higher education faculty agree that their colleagues hold the role of supervisor in high regard.

When asked why they served as cooperating teachers, teachers gave reasons combining professional altruism and professional benefits. Teachers expressed a sense of responsibility to the profession combined with belief in the contribution a student teacher makes to the quality of instruction in the classroom and a sense that they learn from student teachers.

Cooperating teachers generally report that they are well prepared for their work with student teachers. More than 77 percent indicated that they were more than adequately prepared in terms of knowledge of effective teaching, classroom observation skills, holding conferences with student teachers, and providing feedback on performance. Almost 90 percent of the cooperating teachers reported that they were provided with more than adequate preparation for supervision through handbooks or other written materials. Nearly half of the cooperating teachers reported that their preparation included meetings with college-based supervisors. Far fewer cooperating teachers reported preparation through on-going seminars or courses from the institutions of higher education (36 percent) or preparation provided through their school districts (8 percent).

College-based supervisors and cooperating teachers rated the importance of several practices commonly employed in student teaching, and estimated the extent to which those practices actually occur. Table 10 summarizes cooperating teachers' and supervisors' responses.

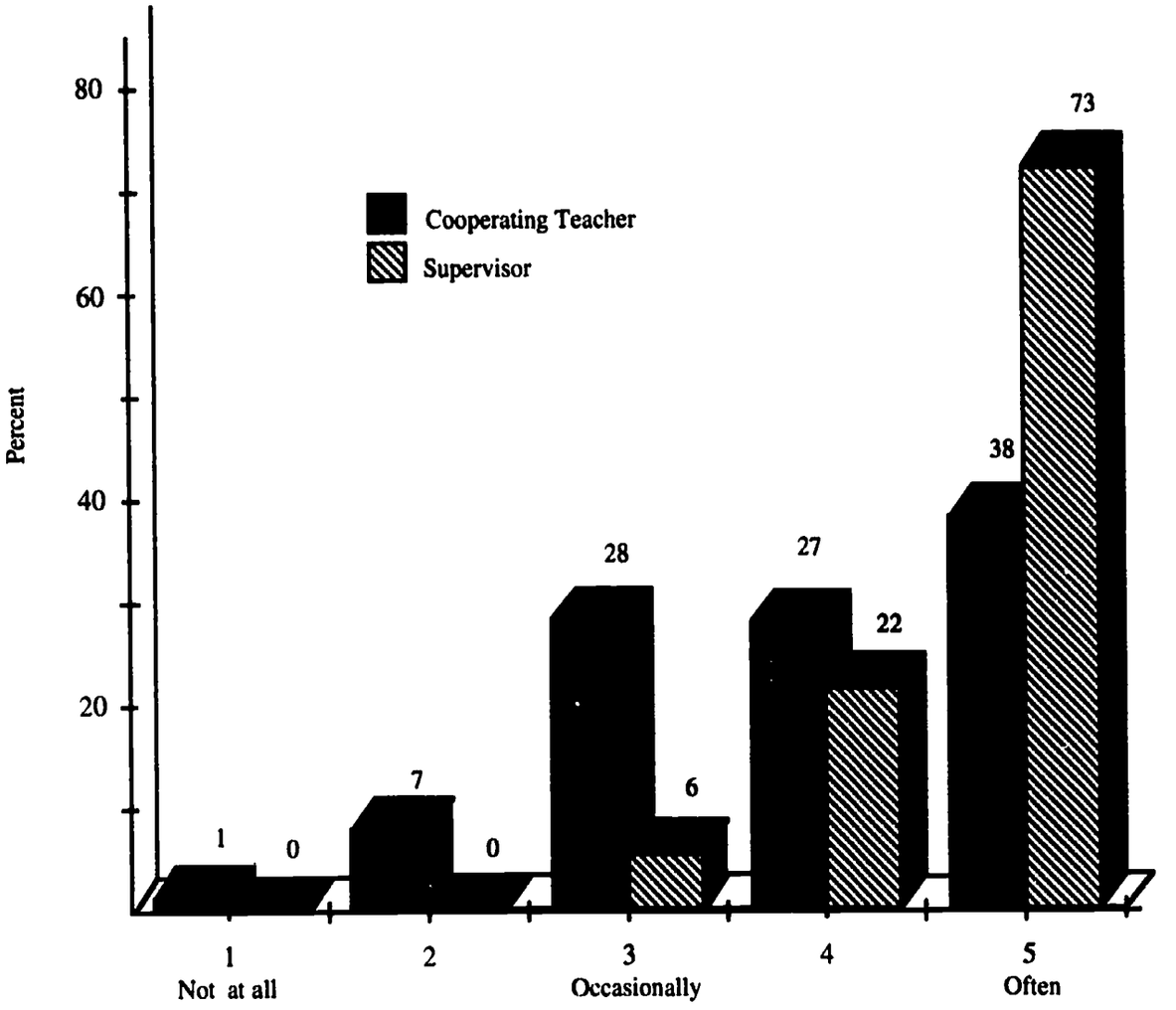
Table 10
Ways of Helping Student Teachers Learn How to Teach: Perceptions of College-based and School Supervisors (percent that agree or strongly agree)

	Importance of Practice	Extent to Which It Occurs
Observing more experienced and expert teachers		
Cooperating Teachers	92	60
Supervisors	81	72
Repeated opportunity with different strategies and methods		
Cooperating Teachers	94	85
Supervisors	92	75
Latitude to experiment with different instructional approaches		
Cooperating Teachers	88	78
Supervisors	88	57
Getting regular and accurate feedback about their teaching		
Cooperating Teachers	99	88
Supervisors	97	82
Opportunity to discuss specific facets of their teaching wherein they examine why they did what they did and what the consequences were		
Cooperating Teachers	97	90
Supervisors	97	82

Source: 1989 RATE Project Faculty Survey

Both college-based and school supervisors strongly agreed that each listed activity was important during student teaching. There are some discrepancies in their perceptions of how often they believe that these strategies are used. Cooperating teachers and college-based supervisors generally agree that students have regular opportunities to talk with cooperating teachers and supervisors about their teaching, that they get regular and accurate feedback about their teaching, and that they have repeated opportunities to practice important strategies and methods. Fewer cooperating teachers believe that student teachers have ample opportunity to observe more experienced and expert teachers. Substantially fewer college-based supervisors believe that student teachers have latitude to experiment with different instructional approaches.

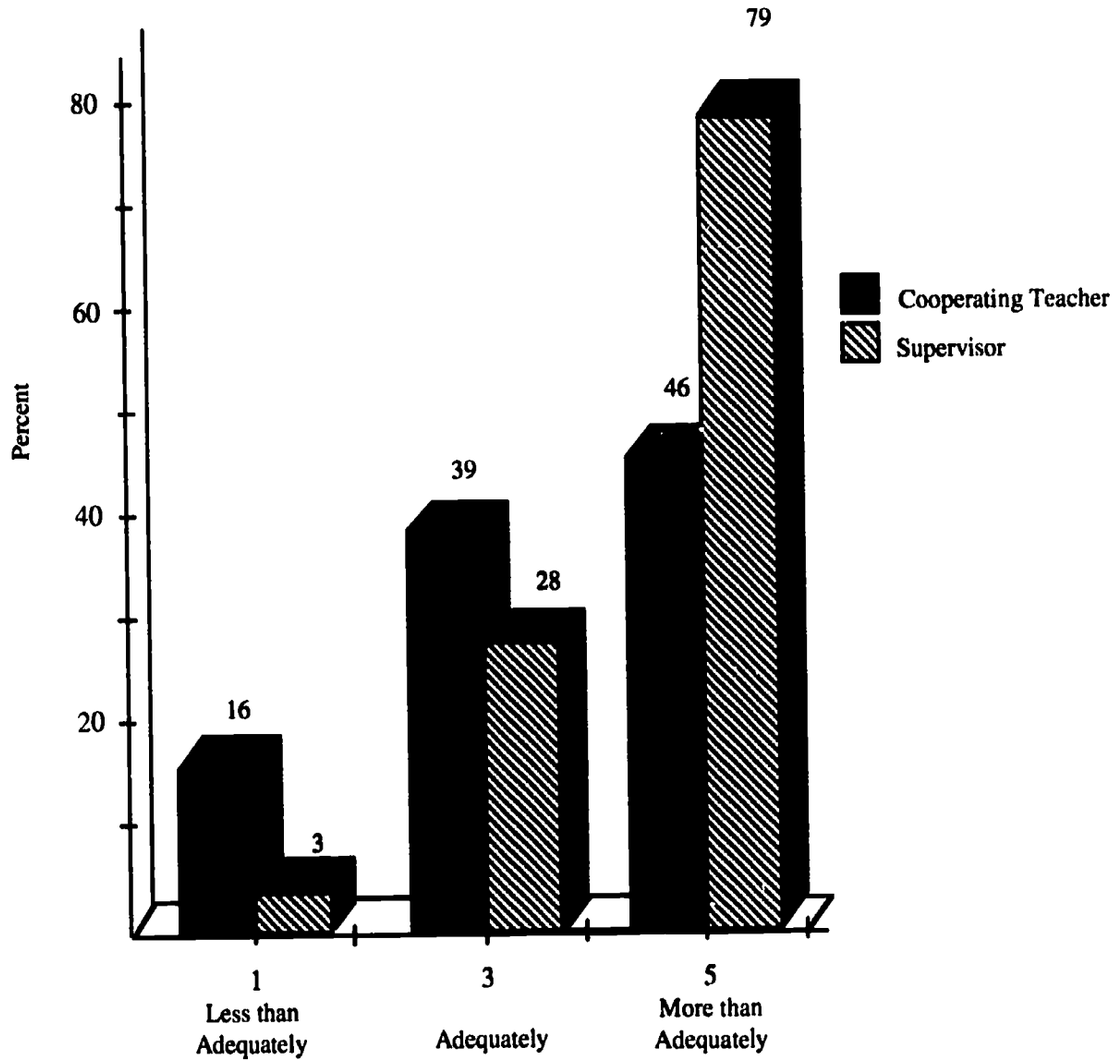
Figure 1
Perceptions of Cooperating Teachers and Supervisors: College-based Supervisor's Consultation with the Cooperating Teacher about the Student Teacher's Progress



Source: 1989 RATE Project Faculty Survey

Cooperating teachers and college-based supervisors differed considerably in their perceptions of the role of the cooperating teacher and the extent to which the cooperating teacher was involved in decision making regarding the student teacher. Cooperating teachers generally reported that the college-based supervisors consulted often. However, across strata, at least 30 percent of the cooperating teachers believed that they were consulted only occasionally to not at all. Conversely, college-based supervisors believed they are consultative, as Figure 1 illustrates.

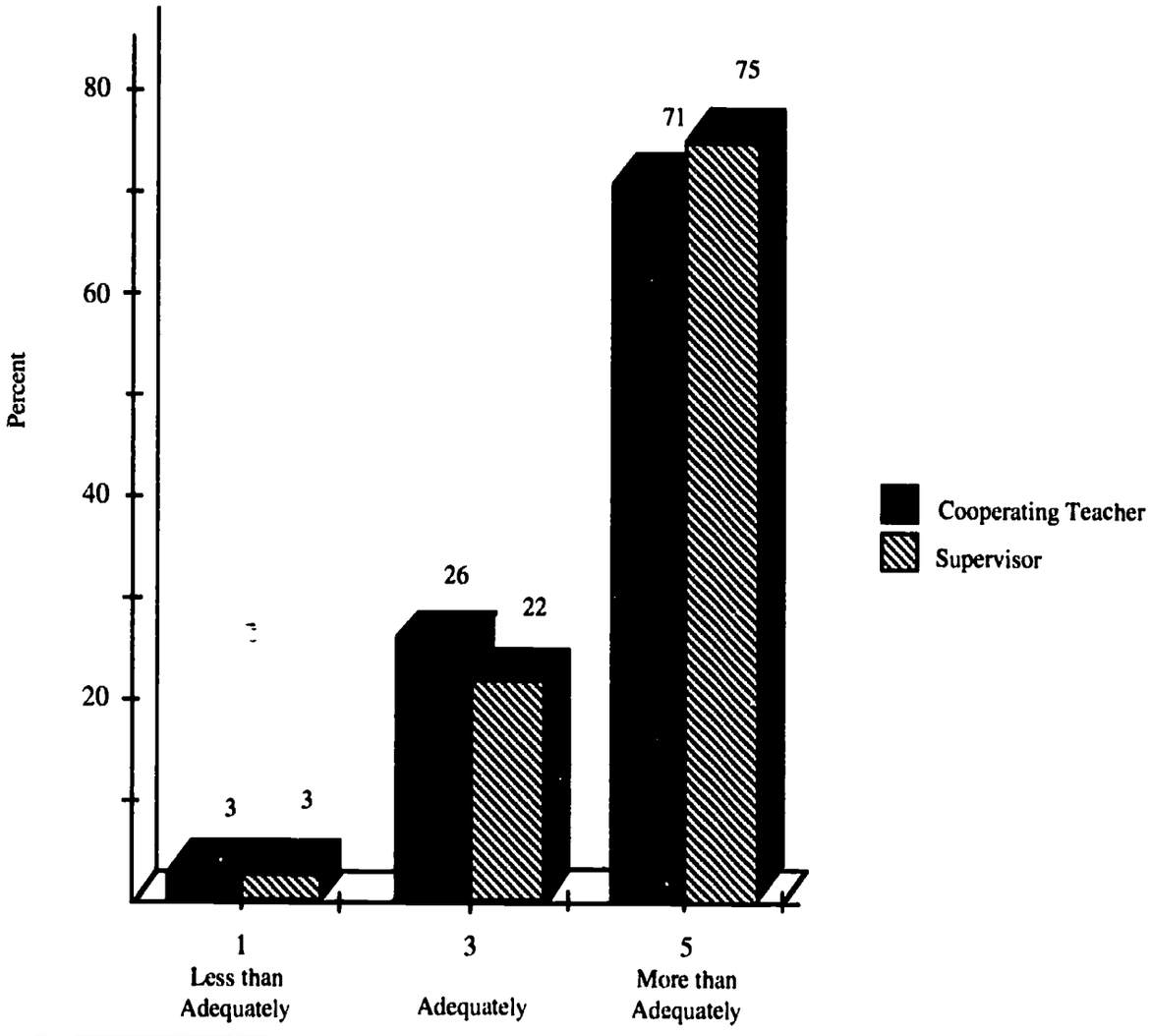
Figure 2
Perceptions of Cooperating Teachers and Supervisors: Extent to Which the Teacher Education Program Prepares Students for Student Teaching



Source: 1989 RATE Project Faculty Survey

The responses to the questions of how prepared are students for student teaching (Figure 2) and how prepared are students for entry-level teaching (Figure 3) were analyzed. There was consistent agreement that students are better prepared for their entry-level positions than they are for their student teaching assignments. This growth in confidence over time may result from the long-standing belief that faculty have in the importance of the student teaching experience as a means for preparing teachers.

Figure 3
Perceptions of Cooperating Teachers and Supervisors: Extent to Which Student Teaching Prepares Students for Entry-level Positions



Source: 1989 RATE Project Faculty Survey

The opinions of college-based supervisors on their clarity of goals and the usefulness of their supervision varied across strata. Supervisors overwhelmingly believe they are quite clear about the goals of the program and that they are helpful in terms of assisting the students to achieve these. They are consistent across strata. It should be noted, however, that about one in four supervisors do not see themselves as all that helpful and more inquiry is needed as to why. Lastly, university supervisors think they know the goals of their own institutions with respect to student teaching, and they are also quite certain that they know the goals of the schools as well. Further, the faculty have greater faith in their ability to understand school goals than they have in the ability of lower school faculty to understand higher education goals.

Differences in College-based Supervisors across Strata

College-based supervisors in the three strata of institutions held similar views about many aspects of their work. For the most part, they all believe that the supervision they provide is helpful to student teachers, that the student teaching program's goals are clear and communicated well to schools. They hold somewhat different views, however, about the quality of student, the impact of the program on their preparation, and the adequacy of graduates' preparation to work with students in diverse populations (Table 11).

Table 11
Perceptions of Supervisors about Quality and Adequacy of Preparation (percent that agree or strongly agree)

	Stratum 1 %	Stratum 2 %	Stratum 3 %
The quality of currently supervised student teachers is above average or excellent	88	86	64
Experiences in the teacher education program more than adequately prepare students for student teaching	70	77	60
Experiences in student teaching more than adequately prepare students for student teaching	79	80	66
Program graduates are well prepared to teach in a culturally diverse setting or with at-risk students	24	30	18

Source: 1989 RATE Project Faculty Survey

Supervisors in all types of institutions, but particularly in stratum 3 institutions, do not believe that the role of college/university supervisor is highly regarded by peers. Only 43 percent of supervisors in stratum 1 and stratum 2 institutions and a mere 19 percent of those in stratum 3 institutions believed that their role was held in high regard by colleagues. These faculty may know what they are doing and what is expected of them, feel good about their programs and students, but they clearly have some questions about the degree to which the work they do is valued.

Summary

As in previous years, the RATE data provide insightful glimpses into the lives and views of teacher education faculty. This study is particularly important, given the emphasis on student teaching from both the student and professional perspectives. The distributions of rank and tenure, the frequent use of graduate assistants and part-time faculty for supervision, the lack of a feeling that the role of college-based supervisor is valued by the institution, the consensus that teachers are not well prepared for at-risk students, these and other matters are clearly cause for concern. Equally troubling are the noted differences in faculty responses among strata on some key items. For instance, faculty at Stratum 3 institutions are consistently the most critical of the preparation levels of students; Stratum 3 institutions employ the highest level of part-time, adjunct, and graduate student personnel for supervision; Stratum 3 individuals feel much more strongly than their colleagues at other levels that the role of supervisor is not valued by the institution.

The survey of cooperating teachers provides a critical new dimension to the RATE data. Their responses confirm many previously held impressions of cooperating teachers: they are committed to their role in teacher preparation; they view their role and the student teaching experience as the most important part of the teacher education process. They believe that the practical experiences of observing expert teachers, receiving feedback, and practicing strategies are the most important factors for teacher growth. While they value the role of faculty supervisors and are positive toward them, cooperative teachers are less positive than are college-based supervisors about teacher education programs generally. Finally, they perceive that they are consulted less by higher education colleagues than the latter perceive to be the case.

These data, more than anything else, suggest the need for more information; the kind of information available only through in-depth, qualitative studies. For example, the question needs probing of why higher education faculty think cooperating teachers are less likely to understand higher education goals in student teaching than faculty are to understand school goals. Also, why faculty think their students are so well prepared for first-year teaching, yet suggest the need for mentors, is another issue worthy of further clarification.

Note

The 1989 RATE survey queried 267 college-based supervisors of student teachers from more than 80 institutions and 228 cooperating teachers who work with preservice students teachers.

PROFILE: STUDENTS

Demographic Data

Students in previous years who responded to the RATE questionnaires have typically been in their late junior year or early senior year. The RATE IV population, because the study focused upon those participating in student teaching, was more commonly composed of students in the later part of their senior year. As in past years, the sample of students was approximately four-fifths female (81 percent), with the exception of the RATE III population of elementary education students, who were 93 percent female. The percentage of White students remained at 92 percent, with the overall racial or ethnic distribution of this year's sample as follows: 92 percent White, not of Hispanic origin; 5 percent Black, not of Hispanic origin; 2 percent Hispanic; 2 percent Asian or Pacific Islander; and less than 1 percent American Indian or Alaskan Native. Since each previous student population in the annual survey generally came to college from small towns, rural or suburban areas, and traveled less than 100 miles to attend school, we did not inquire again into this pattern.

As in the past, 94 percent of students were enrolled full-time. They remain a slightly older cohort than the typical college student, averaging 25.7 years of age. One in three of these students was married. Students, as in prior years, typically reported that they engaged in some paid employment, averaging six hours weekly.

Altruism and Career Horizons

Recent studies of freshmen nationally (Astin, 1989) demonstrate declining interest in altruistic or social concerns. However, a high commitment to a career in teaching is reported year after year in the RATE surveys. When asked about how positive they were in their intentions to pursue a career in teaching at three different stages in their teacher preparation program, students who responded "Positively" and "Very Positively" (combined) reflected the following percentages:

Stage 1: when you entered the teacher education program	82%
Stage 2: before you enrolled in student teaching	82%
Stage 3: during student teaching	90%

Similar to past surveys, 94 percent of the respondents plan to go directly into teaching after graduation. Approximately 90 percent intend to stay in teaching more than five years and 34 percent indicated that they intend to remain in teaching more than 20 years.

In previous iterations of the RATE study, students were asked to report the reasons for, or sources of influence for, selecting teaching as a career. The highest response

reported in terms of interest has been "helping children grow and learn" (typically reported at 75-80 percent). In terms of influence, the most common response is "a teacher," generating a 53 percent response. In RATE IV, students were asked to be more specific about the nature of the formative influences on their career decision, particularly in light of the recent efforts to recruit more diverse and qualified persons into teaching. The percentages of students responding to the following item are reported below: "When you were in high school, were you encouraged to consider teaching as a career through any of the following":

- membership in a "future teachers" organization 7%
- "shadowing" or career exploration with a teacher 17%
- career counseling through a guidance counselor 17%
- volunteer work in a classroom 37%
- strong encouragement from one or more teachers 39%

The teacher candidates were asked what role options they might consider as their careers in teaching develop over time. Preservice teachers who ranked these role opportunities either as "might consider" or "definitely would seek this role" were as follows:

- mentor teacher 80%
- cooperating teacher or team leader 75%
- counselor 62%
- professor 58%
- principal 51%
- superintendent 48%

Cultural Insularity

In addition to the homogeneity of this population of teacher candidates in terms of ethnicity, race, and gender, the population is monolingual as well. Students who reported that they had no exposure to a language other than English totaled 60 percent, with 20 percent having studied Spanish, 14 percent French, and 6 percent German. When asked the degree of fluency in these second languages however, less than 3 percent of the respondents made this claim.

Given the close proximity of the college or university to their home, student preferences for a teaching position are predictable. Eighty percent of the respondents would most prefer a teaching position in their hometown. Another 75 percent would consider taking a position within 50 miles of either their hometown or the university from which they graduated. This percentage is similar for those willing to consider a placement within their home state. When the geographic area is broadened to include the region, the percentage dropped to 58 percent, and only 30 percent would seek a position nationally. Approximately 22 percent would consider an international placement. As in prior years, when asked about the type of community preferred, overwhelmingly the respondents preferred small towns or suburban areas (76 percent), with only 15 percent preferring urban or major urban areas and less than 1 in 10 (9 percent) a rural area.

The population of students responding to the survey included approximately 40 percent in prekindergarten and K-3 programs, another 30 percent in intermediate and/or middle school programs, and 30 percent in secondary programs. Eighty-four percent were in four-year baccalaureate programs, 12 percent in postbaccalaureate programs and only 2 percent in five-year, extended programs.

Early Field Experiences/Student Teaching

Students, on the average, report that they engaged in approximately 120 hours of field experience prior to student teaching. During that time, 69 percent of the respondents report that they regularly engage in support activities to experienced teachers, such as constructing bulletin boards; 51 percent in activities related to learning about the school; a similar percent in whole or partial class instruction; 48 percent in observing the teacher's styles and methods and meeting with others in the school; and 36 percent in learning about the community. Thus, it would appear that student reports of the activities that they engage in, especially in terms of actually teaching and learning about the community, are not as extensive as those the institutional researchers report the institutions have for their students.

Preservice students reported that they were generally in the last third of their student teaching experience or had completed student teaching. Eighty-seven percent reported only one student teaching experience. For those few who did enroll in a second student teaching experience, it was either for the second major, the second half of a first-term experience, or an afternoon versus previous morning placement. Seventy percent of all placements were in small towns or suburban areas, 8 percent in rural sites, and 22 percent in urban areas. These placements are quite similar to students' actual preferences for an eventual teaching assignment. Typically, students were enrolled in 11 semester hours of student teaching with a concurrent seminar.

Teacher education students reported 17 hours per week of out-of-class preparation for student teaching. Respondents reported an average of 4.3 visits per term from their SCDE supervisor, with the average length of a supervisory visit lasting 44 minutes. This is consistent with the institutional questionnaire report of a visit from the supervisor at least once every two or three weeks. Ninety-four percent of the students reported engaging in individual conferences with either their cooperating teacher or their SCDE supervisor, and 60 percent reported joint conferences.

Students were asked to rank those activities which they believed contributed to the process of learning how to teach and the frequency with which they had opportunities to engage in such activities. With ranking on a five-point scale, the following percentages represent points four ("often") to five ("a great deal"):

- repeated opportunity to practice important strategies or methods 92%
- getting regular and accurate feedback about your teaching 91%
- opportunities to talk with teachers, to examine practice 89%
- latitude to experiment 88%
- observing others more experienced 86%

These beliefs are very similar to those reported by both college-based supervisors and cooperating teachers.

Students also reported most of these activities occurring regularly, with opportunities to examine practice, and latitude to experiment occurring slightly more regularly in Stratum 3 institutions. Further, students were asked to rank the regularity with which they engaged in certain instructional activities during student teaching, with the following percentages representing points four ("often") and five ("a great deal") on the five-point scale:

- preparation of lesson plans 94%
- whole group instruction 92%
- preparation of instructional materials 83%

• small group instruction	63%
• individual student observation	63%
• student tutorials	51%
• preparation of classroom sociogram	35%
• preparation of learning centers	27%
• parent conferences	19%
• home visits	1%

Thus, small group and individual teaching appears uncommon for over a third of this sample and contact with parents, especially out of the school context, is extremely rare.

Preservice students reported the degree of variability in their instructional methodology during student teaching on a five-point scale, from "rarely or never" to "often." The percentages of the students reporting the two highest responses are as follows:

• demonstration techniques	86%
• inquiry-discovery approaches	64%
• cooperative learning approaches	48%
• lecturing	47%
• role-playing	41%
• case studies	14%
• computer utilization	13%

It appears that for the majority of these teacher candidates a variety of general teaching methodologies are not yet widely employed.

Approximately 96 percent of the students report considerable awareness of the evaluation criteria used to assess their teaching effectiveness and 80 percent agree with the appropriateness of these measures.

On a five-point scale ranging from "not helpful" (point one) to "very helpful" (point five), students report combined point four and five rankings for 85 percent of their cooperating teachers and 71 percent of the college-based supervisors. When asked who had been most helpful in modeling teaching styles and strategies they wished to emulate, 44 percent of the respondents rated cooperating teachers in their student teaching experience accordingly, 20 percent reported college-based supervisors, and 15 percent the cooperating teachers in early field experience. Thus, consistent with many studies, student teachers tend to view their school-based supervisors as more helpful than those in universities and colleges, although this sample of students viewed their college-based supervisors as helpful also.

Finally, students reflected on their own stage of development relative to their teaching proficiency at this point, along a continuum developed by Berliner (1987):

> from novice (able to demonstrate core pedagogical procedures) to the top of the continuum, proficiency (teaching is largely intuitive; like riding a bicycle, one no longer needs to think about which option makes the most sense while in the midst of teaching). The middle ranges included advanced beginner (having basic strategic knowledge as to when these methods, procedures and pedagogical behaviors need to be adjusted because of the classroom context, although not always able to adjust well) to competent (having a good understanding of what it is that has to be or doesn't have to be attended to at any given time while teaching, and willfully able to choose what to do while teaching and usually able to do it).

Approximately 69 percent of the respondents ranked their development as "advanced beginners" or at level two in this period of their preparation.

Note

The 1989 RATE survey of prospective teachers engaged in student teaching was drawn from a sample of 1,281 students. The RATE research representatives at each of the participating institutions randomly drew 20 students. The respondents were distributed according to the following institutional categories:

Stratum 1 institutions	414
Stratum 2 institutions	410
Stratum 3 institutions	457

INDICES OF QUALITY: PRESERVICE PREPARATION AND CLINICAL TRAINING

Overall, graduates are perceived as able to teach effectively as entry-level teachers. Over three-fourths of those supervising student teachers (77 percent) and an even higher percentage of student teachers (79 percent) reported that they are either well prepared or exceptionally well prepared to teach as an entry-year teacher. Supervisors in Stratum 3 institutions are considerably less positive (63 percent) than those in Stratum 1 (85 percent) and Stratum 2 institutions (84 percent). The percentage of students viewing themselves as well prepared, however, is the same in each strata (79 percent). Thus, students in Stratum 1 and Stratum 2 are less positive than their supervisors and students in Stratum 3 tend to be more positive about their preparation than their college-based supervisors. These discrepancies in perceptions between students and their supervisors call for further study.

There is a dramatic change in responses when students and supervisors rate preparation in terms of ability to teach in culturally diverse settings or with "at-risk" pupils. More than one in five preservice students (22 percent) reported that they are inadequately prepared and another 35 percent indicated that their preparation is average. College-based supervisors are even more critical in this regard: 31 percent report students as inadequately prepared and 45 percent report students as having average preparation.

College-based supervisors and students were asked how intellectually demanding they believed courses in their professional education sequence are as contrasted with comparable junior- and senior-level courses outside the school, college, or department of education. Responses to this question have remained consistent over the first four years of the study. Approximately one-third of the students reported that their education courses are as demanding as noneducation courses and almost half of the student responses (49 percent) reported that their education courses were more demanding than noneducation courses. Again, there are differences in the perceptions of students across strata. Over half (53 percent) of the students in Stratum 1 and Stratum 2 institutions reported that their education courses are more rigorous than noneducation courses, while only 4 in 10 (41 percent) of those in Stratum 3 institutions indicated this to be the situation. It is not clear as to why there is this difference in perception in Stratum 3 institutions.

Supervisors and students were also asked to assess the quality of teacher preparation in terms of core functions such as general teaching ability, classroom management, planning for instruction, and understanding and accommodating individual differences among students. While overall teacher preparation is reported as quite positive, there are differences across institutional types and also between college-based supervisors and students in terms of their ability relative to these specific teaching functions. For example, preservice students viewed themselves as more capable than their supervisors believed in accommodating student differences and evaluating student learning. On the other hand, supervisors viewed students as more competent than students see themselves in regard to

the essential functions of planning for instruction, classroom management, and employing different teaching methods.

The ratings of college-based supervisors in terms of items concerned with the quality of preparation are consistently higher in Stratum 1 institutions than in Stratum 2 and Stratum 3 institutions. Supervisors in Stratum 2 institutions are also more positive than those in Stratum 3 institutions. Table 12 illustrates these diffferences in supervisors' perceptions of graduates' abilities to assume core teaching functions.

Table 12
Supervisor's Perceptions of More Than Adequate or Excellent Preparation, by Strata (in percents)

	Stratum 1 %	Stratum 2 %	Stratum 3 %
Dealing effectively with learning disabled	32	26	20
Studying own teaching	49	47	47
Evaluating student teaching	54	38	32
Diagnosing learner needs	51	34	27
Understanding and responding to student difference	62	51	41
Teaching with computers	31	18	15
Instructional planning	81	73	69
Classroom management	59	51	37
Teaching methods	79	72	66

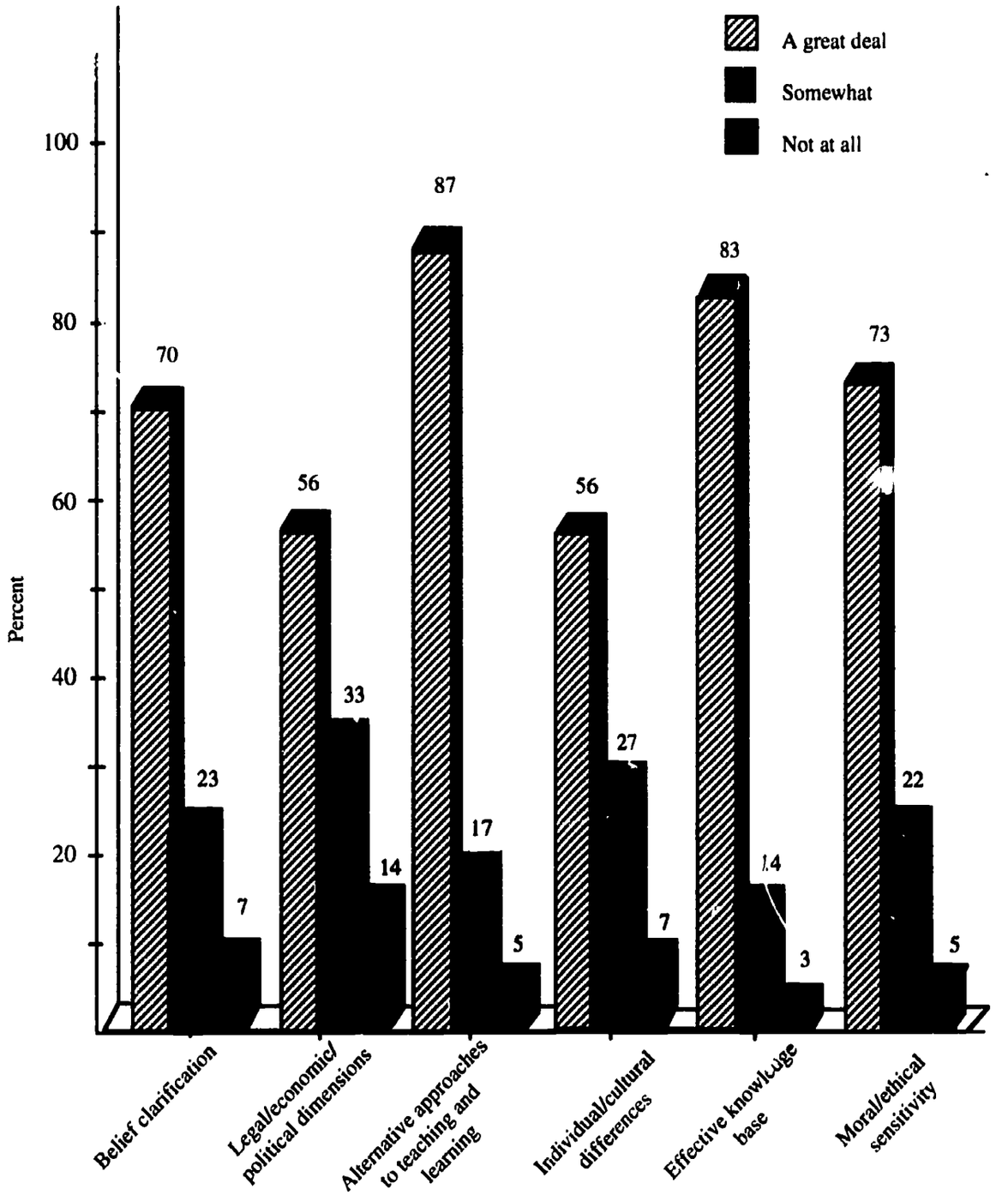
Source: 1989 RATE Project Faculty Survey

As can be seen, there is a decline in the percentages of positive responses across each of the three strata in every instance. There are major differences in the percentage of supervisors who report above average or more that adequate preparation between Stratum 1 and Stratum 3 supervisors in terms of students' ability to: manage a classroom, plan for instruction, teach with computers, accommodate student differences, diagnose learning difficulties, evaluate their teaching and learning, and teach pupils with some form of learning disability.

As Figure 4 shows, preservice students also responded positively to the question of how much the preservice preparation program increased their understanding of a more general nature, such as in sensitivity to the moral and ethical aspects of teaching or in the legal, political, and economic dimensions of schooling. In four of the six general categories the percentage of students responding that their understanding or sensitivity has been increased a "good" or "great" amount was at least 70 percent and in one instance

approached 90 percent. In the other two categories, there is still a majority (55 percent) who reported a considerable increase in learning.

Figure 4
Perceptions of Preservice Teachers' Understandings of Concepts in Teaching



Source: 1989 RATE Project Student Survey

One could assume a positive relationship between the perceptions of the quality of teacher preparation programs and perceptions of the quality of teacher education students. Over two-thirds of the college-based supervisors report that the quality of the student teachers that they are currently supervising, or most recently supervised, is either "high" or "very high" (77 percent). There are differences across strata in that six of seven (84 percent) of those in Stratum 1 institutions rated their students in that manner, followed by a similar percentage in Stratum 2 institutions (83 percent). The percentage of those in Stratum 3 institutions who rated their students as above average, while still high, falls to 63 percent. Therefore, if the perceptions of key persons in the teacher education enterprise are employed as a criterion, there is little problem with the quality of students currently enrolled in programs; more precise data on student aptitude and achievement are needed.

There are other indices of the quality of the student teaching aspect of these programs. For example, over 93 percent of the college-based supervisors reported that they are "clear" or "very clear" about the basic goals of this critical phase of teacher preparation. Preservice students wholly concurred, as more than six in seven (86 percent) reported that they view their supervisors as understanding the goals of the experience a "good" or "great amount." Students were also very positive about the assistance that they receive from their college-based supervisors and over 70 percent of them assessed these supervisors as "quite" or "very helpful." It should be noted, however, that 1 in 10 students (10 percent) found their supervisors as "not helpful" and another almost 2 in 10 (19 percent) only "moderately helpful." This is consistent with the perceptions of supervisors reported earlier wherein almost one in four reported they were less than helpful.

In addition to seeing supervisors as being clear about the goals of the program and able to provide help relative to those goals, student teachers also reported that there is "adequate time" (15 percent) and, in fact, from their vantage point, "more than adequate time" allotted (80 percent) for student teaching. Faculty tended to concur but the percentage of college-based supervisors reporting that the time is more than adequate dropped off to 52 percent across strata; a very high percentage nonetheless. Such responses appear to contradict the continuing advocacy in the teacher preparation literature for more protracted student teaching or forms of internships. On the other hand, one in five college-based supervisors were at least "somewhat supportive" of an entry-year mentoring arrangement during the first year of teaching and another three-fourths (76 percent) were "extremely supportive" of this concept. Thus, rather than extended student teaching per se, the emphasis by college-based supervisors, especially the almost one half expressing some concern about time, appears to be on a plan which would release first-year teachers from some of their teaching responsibilities to continue their formal education during this entry year.

One other index for measuring quality in student teaching is the frequency of activity associated with core processes that could enable the student teacher's growth. This focus on time begs the issue of the quality of these experiences, but concerns would be raised if there was inadequate time generally for students to talk to cooperating teachers and college-based supervisors. As indicated earlier, from 85 to over 90 percent of the student respondents indicated that they either had "frequent" or "very frequent" opportunities to engage in such activities as practicing important strategies and methods, getting regular and accurate feedback, and talking with and observing experienced teachers.

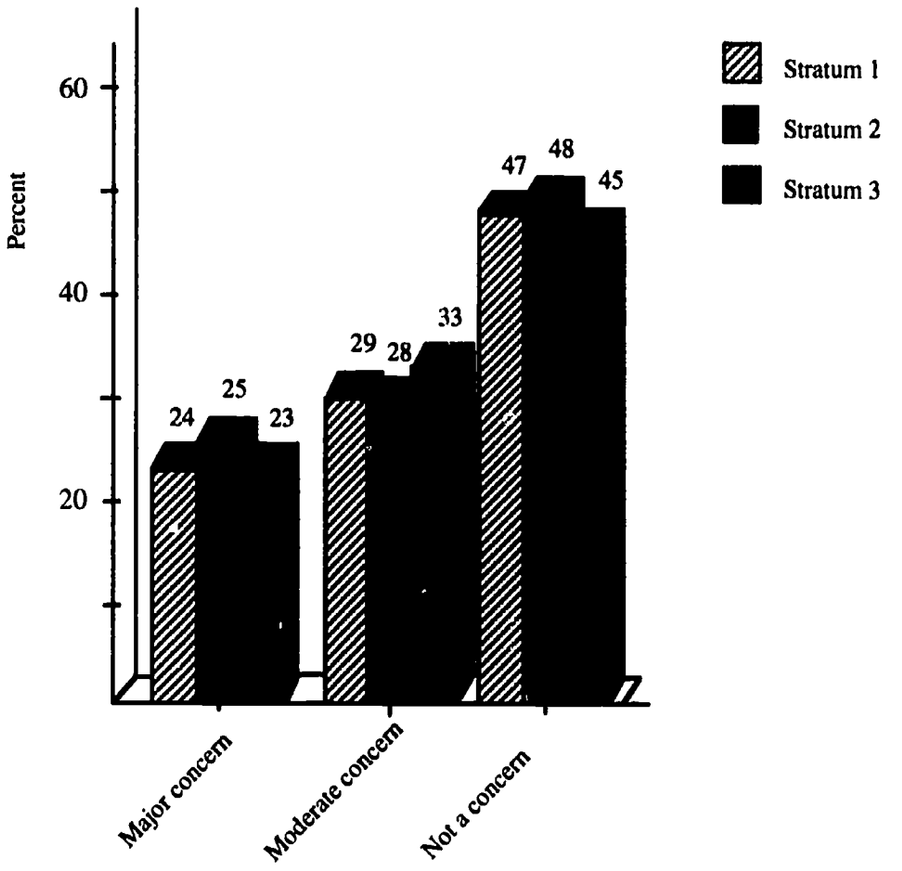
Finally, in spite of repeated references in the literature about the lack of congruence in goals held for student teachers between those in schools, colleges, and departments of education and supervising or cooperating teachers, responses from the RATE IV study

suggest that this is not a major problem. Both college-based supervisors (63 percent) and, more importantly, students (85 percent) reported that they view the quality of cooperating teachers as "good" or "exemplary" and both college-based supervisors (64 percent) and students (79 percent) indicated that these cooperating teachers are "aware" or "very aware" of the student teaching program's goals and expectations.

Problems and Concerns Reported by Student Teachers

The RATE IV data do reveal that student teachers have some concerns. For example, in Figure 5 student responses in terms of the degree of autonomy they could exercise as a teacher are reported.

Figure 5
Preservice Teachers' Concerns in Student Teaching:
Exercising Autonomy as a Teacher



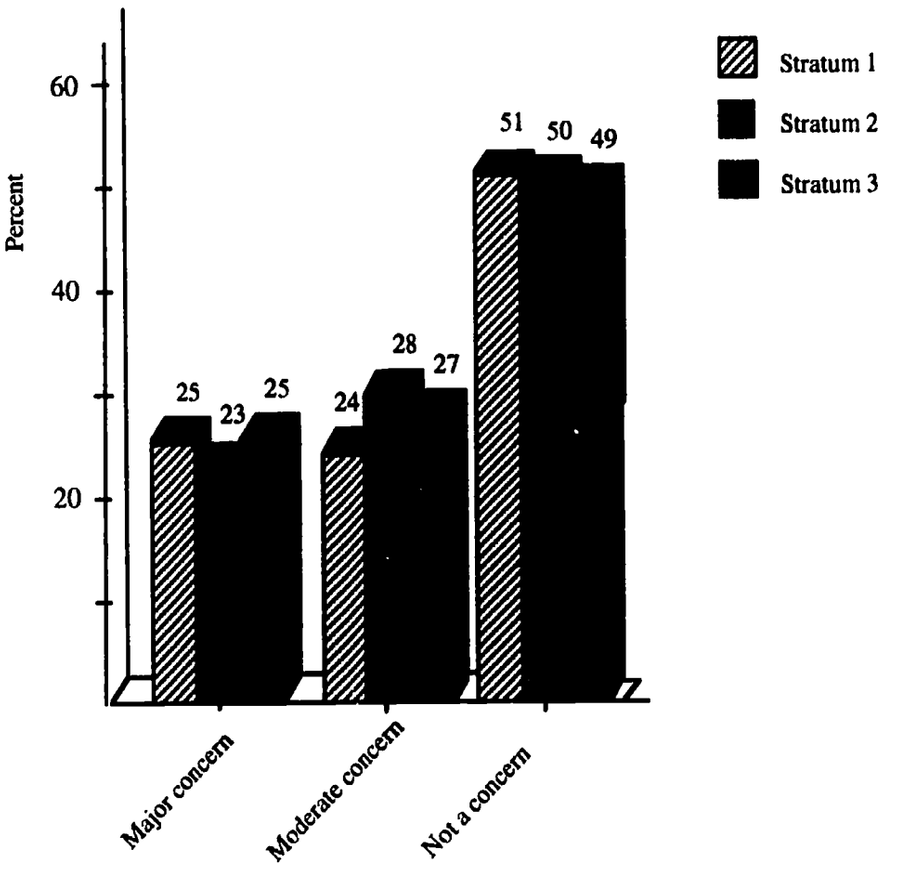
Source: 1989 RATE Project Student Survey

The majority of students reported that they view the degree of their autonomy in student teaching as either a "moderate" or "major concern." While these concerns are reported by a relatively equal number of students across strata, a slightly higher percentage of students in Stratum 3 institutions reported concerns about the degree of autonomy they had in student teaching. These perceptions are more common than the college-based supervisors' perceptions of a problem (43 percent) and certainly more than the cooperating teachers' (22 percent) as reported in Table 10.

Almost a third of the students across strata do view planning as either a "moderate" or "major concern." The situation is very similar in terms of concerns reported during student teaching relative to their classroom instruction generally. Once again about 7 in 10 student teachers across each of the three institutional types report that they generally have little or no concerns in this regard; that leaves approximately 30 percent of the respondents indicating some concern about their general teaching abilities.

It is well documented that not only student teachers but also beginning teachers commonly encounter some problems in terms of classroom management and discipline. The RATE data support this, as Figure 6 illustrates below.

Figure 6
Preservice Teachers' Concerns in Student Teaching:
Problems with Students



Source: 1989 RATE Project Student Survey

Almost half of the student respondents across strata report that they experienced concerns in their interactions with pupils during their student teaching; a quarter of the students indicated that these were major concerns.

Other Conditions Attached to Student Teaching

Almost six in seven of the college-based supervisors reported that they have formal seminars accompanying student teaching. Approximately two-thirds of these respondents reported that they do not assign grades for either student teaching or the accompanying seminars. The number of individual supervisors reporting that they do not assign grades is somewhat less than the percentage of institutional representatives who report such a practice or lack thereof. However, two-thirds (65 percent) of these college-based supervisors reported that their students develop and maintain a performance file or portfolio, and about one in seven, or 14 percent, reported that they employ some formal competency test in student teaching. Finally, two-thirds (67 percent) of these college-based supervisors across strata indicated that research on teaching is employed a great deal in their work with student teachers and a similar percentage responded that the criteria they employ in the assessment of student teachers enables needed distinctions between students about quality of performance, regardless of the lack of a grading system.

Summary

Supervisors' and students' perceptions of the quality of teacher preparation generally, and student teaching specifically, are often positive. These perceptions of quality are most common among supervisors in Stratum 1 institutions. Similarly, more supervisors in these Stratum 1 institutions viewed the quality of students as above average. Student perceptions also differ by strata but are not as pronounced as those of their college-based supervisors. Clarity by cooperating teachers as to their role and responsibilities in the supervision of student teachers, their degree of cooperation, and their general helpfulness are reported by both college-based supervisors and student teachers.

There is, however, variability in quality across institutions. There are also perceptions of and, in fact, problems with the ability of prospective teachers to assume certain basic teaching functions and to work in urban and rural settings and with youngsters whose backgrounds are quite different from their own. For example, almost a third of the preservice teachers report some concerns in terms of their planning for and delivery of instruction, and almost half report problems with students during student teaching. Beyond that, for all reported perceptions of program and preservice student efficacy and high quality generally, those who assume this critical supervisory responsibility do not generally believe that they are held in high regard in their own institutions for assuming these responsibilities. About 43 percent of those in Stratum 1 and Stratum 2 institutions reported that they are valued and less than one in five (19 percent) of those in Stratum 3 institutions indicated this to be the situation. In this regard, surely not all is well and this might be a place to begin in further interpreting these data and collecting other needed data to more fully assess the nature and quality of early field, laboratory, and clinical experiences.

SUMMARY: DO STATISTICS SPEAK LOUDER THAN PERCEPTIONS?

In concluding this report, some of the positive aspects of teacher preparation will be examined, especially as they pertain to perceptions about the laboratory, clinical, student teaching, and early field experiences. Concerns will also be underscored, some of them alarming in nature.

First, some of the positive practices and conditions that can be inferred from this year's data are as follows:

- As in previous years, approximately one-third of the preservice students who were surveyed reported their education coursework to be as intellectually challenging as comparable courses outside of education and almost half reported this coursework to be more demanding than noneducation courses.

- The considerable majority of preservice students completing their student teaching reported that they are adequately or more than adequately prepared in terms of both core teaching functions and critical understandings, such as a sensitivity to the moral and ethical dimensions of teaching; percentages range from /0 to 80 percent on most items in this regard.

- Approximately 9 in 10 preservice students reported that they had frequent opportunities to engage in critical functions associated with student teaching including repeated opportunities to practice instructional strategies and methods, obtain regular and accurate feedback about their teaching, and observe and talk with experienced teachers.

- Almost all preservice teachers (96 percent) reported that they were fully aware of the criteria employed in their supervision and four of five of them concurred with these as appropriate criteria for the assessment of student teaching.

- Approximately 6 in 7 (85 percent) preservice teachers rated their cooperating teachers as either helpful or very helpful; while the percentage is not as high, more than 7 in 10 preservice teachers rated their college-based supervisors similarly. Both preservice teachers and college-based supervisors viewed cooperating teachers as being clear about the goals of the program. Correspondingly, almost 4 in 5 cooperating teachers reported that they are well prepared or very well prepared for this role and 90 percent reported they had adequate preparation for this responsibility (even though this preparation is most often limited to written materials).

- A high percentage of students (90 percent), upon completion of student teaching, reported that they are either positively or very positively disposed toward a career in teaching. More preservice students were so inclined after student teaching than before this critical activity.

- Approximately four in five students reported that they not only have enough time but more than enough time in student teaching to prepare them to teach as an entry-level teacher.

- Finally, almost 80 percent of preservice teachers reported that they are well or very well prepared to teach as entry-level teachers. Those who supervise preservice teachers from college campuses and in elementary and secondary schools are about equally positive in their assessments of these preservice teachers' abilities.

Given these positive perceptions, what contributes to a more troublesome scenario?

- On-campus laboratory facilities, and the activities that can occur within these facilities, are uncommon. In fact, there appears to be a diminishment of such activity and related resources over the last 15 years. While computer facilities appear to be common, the annual RATE surveys nonetheless show that many preservice teachers view their ability to use the computer to assist in classroom instruction as limited. Video equipment and space for some microteaching are likewise available, but it appears that extensive opportunities for use are not present.

- The average number of hours spent in laboratory experiences range from 43 hours for secondary majors (about a week's total) to 79 hours for special education majors, a limited amount of time by almost any standard.

- Recent insights into how novices learn to teach suggest that sustained intellectual discourse between novice and expert teachers, especially after the beginning teacher has observed a more experienced teacher, can be a powerful learning-to-teach experience. In this manner, the beginning teacher can come to understand the whys and wherefores of what transpired and also have the experienced teacher provide justification for various teaching actions. Such activities can illustrate the differences between more and less advanced teachers' decisions and thinking about classroom activities and events. Regardless of the power of these experiences, only about a third of the programs reported any type of viewing facility that could accommodate this critical learning-to-teach activity.

- Early field experiences are somewhat more common than laboratory activities, ranging from 65 hours for secondary majors to 100 hours for special education majors. However, this is still not an expanded amount of time, and the nature and quality of these activities must be questioned as fully one-fifth of programs report that *no* supervision of these activities is provided. Neither do the majority of teachers who cooperate in these activities typically receive any preparation or reimbursement for their role. When payment is provided it averages a total of $60.

- In many respects, similar conditions are present in student teaching; for example, 50 percent of the programs have no requirements for cooperating teachers. Only 17 percent require as much as a simple course to assist these teachers and the average reimbursement for these teachers comes to $113.

- Concerns can also be raised about who on college campuses engages in the supervision of student teaching. While over 40 percent of the professoriate is at the full professor rank, less than one-fourth of those who engage in any supervision of these students hold that rank. Rather, more than a quarter of those on campus who supervise do not have tenure. It should be no surprise then that the majority of college-based supervisors do not believe that they are valued for the work they perform in student teaching.

- The student experience during student teaching also raises several questions. The prevailing pattern is a single experience in what are viewed as traditional schools. Only one-fourth of the programs reported multiple student teaching experiences. Less than one in five programs require a placement in an urban setting wherein outstanding teachers are especially needed. The total number of hours engaged in student teaching remains far less than the time bricklayers or cosmetologists would spend in their apprenticeships.

- In response to the assertion that teacher education is easy to enter and easy to complete, the majority of student teaching experiences are not graded; when grades are assigned, 95 percent of the prospective teachers receive either an *A* or *B*. When a pass/nonpass system is employed, almost 99 in 100 candidates pass student teaching.

- While the considerable majority of these prospective teachers perceive that they are prepared adequately enough to take a teaching position, almost 7 in 10 (69 percent) also report that they are at but level two of Berliner's typology of five stages of pedagogical proficiency. Beyond this, the considerable majority of these teachers do not wish to teach in urban or remote rural settings or with "at risk" children. This is understandable given their parochial backgrounds and their limited, if any, experience in such settings or with such pupils.

In summary, the perceptions of the key persons involved in student teaching, the student teachers and their campus- and school-based supervisors, are mostly positive about the student teaching experience and the ability generally of these student teachers to meet entry-level teaching expectations Nonetheless, it is also obvious that across most institutions serious constraints to quality laboratory, clinical, and student teaching experiences also exist. In fact, these experiences are often not differentiated. It is not clear how to explain this apparent discrepancy between perception of preparedness and lack of time resources and quality control.

One explanation is that what does exist in the way of preparation is, in fact, perceived as adequate by many, especially the preservice students who often have no other vision to place their preparation in perspective. An alternative and less troubling explanation is that many respond in terms of a doing-the-best-with-what-we-have attitude; especially when in many instances they as individuals have made substantial contributions of time and energy to this endeavor. A third explanation, among other competing explanations, is that the survey methodology masked many of the concerns that individuals do have. Whatever the explanations, it appears that there is rigor and quality attached to many of these experiences, however limited in scope and traditional in nature they might be. At the same time, major problems reside in terms of this critical aspect of teacher preparation. The next phase of research will focus on gaining a better understanding of when and where there is quality, what the scope of the problems are and delineating these problems, and addressing how they might best be resolved.

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APPENDIX A

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APPENDIX B

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Belmont College
Nashville, TN

Bethany College
Bethany, WV

City University of New York
New York, NY

College of William & Mary
Williamsburg, VA

Concordia College
River Forest, IL

Concordia College
Mequon, WI

Drake University
Des Moines, IA

East Stroudsburg University
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East Tennessee State University
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Georgian Court College
Lakewood, NJ

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University Park, IL

Graceland College
Lamoni, IA

Grand Canyon College
Phoenix, AZ

Harding College
Searcy, AR

Hope College
Holland, MI

Idaho State University
Pocatello, ID

Illinois State University
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Decorah, IA

Milligan College
Milligan College, TN

Mississippi State University
State College, MS

Mobile College
Mobile, AL

Monmouth College
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Niagara University
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Nicholls State University
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Oklahoma Baptist University
Shawnee, OK

Oklahoma Christian College
Oklahoma City, OK

Oklahoma State University
Stillwater, OK

Otterbein College
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Peru State College
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